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ABSTRACT

The report examines a summer program for 22 speech and language delayed preschool children. It is explained that a 6 week speech and language program for the children was supplemented by a series of four parent training sessions. Aspects of the child's program, including personnel, transportation, physical setting, scheduling, large group activities, work time activities, and play time activities are described. Positive comments on the program's effects are cited. Among the appended materials, which comprise nearly one half the document, are a list of materials used and sample organizational and individualized educational program forms. (CL)

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A FINAL REPORT PRESENTED TO THE

EDUCATIONAL PROGRAM COMMITTEE

OF

NORTH CLACKAMAS SCHOOL DISTRICT:

PRESCHOOL SUMMER LANGUAGE PROGRAM

EPC PROJECT #79/80-5

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Submitted by:

Kathleen D. Conover, Project Director

Sharon K. Bakke

February 11, 1980

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TABLE OF CONTENTS

INTRODUCTION: GOALS AND PROGRAM COMPONENTS	1
CHILDREN	1
PERSONNEL	2
TRANSPORTATION	3
PHYSICAL SETTING	3
SCHEDULING	4
LARGE GROUP ACTIVITIES	6
WORK TIME ACTIVITIES	8
PLAYTIME ACTIVITIES	10
PARENT GROUP TRAINING SESSIONS	11
GROWTH	13
CONCLUSIONS AND SUGGESTIONS FOR FUTURE PROGRAMS	13
APPENDICES:	
APPENDIX I: MATERIALS USED	17
APPENDIX II: ORGANIZATIONAL FORMS	18-24
APPENDIX III: SAMPLE IEP FORMS	25-36

INTRODUCTION: GOALS AND PROGRAM COMPONENTS

EPC Project 79/80-5: Preschool Summer Language Program, was designed to: (1) improve the speech and language skills of a limited number of speech and language delayed preschool children in the North Clackamas School District; (2) to increase the skills of their parents so that they in turn might foster growth of speech and language skills in their children; and (3) to serve as a pilot program to investigate one model for serving preschool speech and language delayed children and their parents. Accordingly, the program consisted of two components: (1) a six-week speech and language classroom for the children from June 18, 1979, through July 26, 1979; and (2) a series of four parent training sessions using the program "Teach Your Child to Talk" as a base.

CHILDREN

Twenty-two children (12 boys and 10 girls) were enrolled in the six-week language program. They ranged in age from three-years-four-months to six-years-three-months: four three-year-olds, twelve four-year-olds, five five-year-olds, and one six-year-old. The speech and language delays demonstrated by these children ranged from mild to severe, with the majority of the delays falling in the moderate to severe range.

PERSONNEL

The program was staffed by three speech and language specialists, five high school girls, and two part time aides.

The speech and language specialists were all employees of the North Clackamas School District. All had worked with preschoolers on a one-to-one basis. One had taught in a regular classroom and another in a classroom for communicatively handicapped children. All had worked with speech and language delayed elementary aged children. None had worked with a large classroom of speech and language delayed preschoolers.

The high school girls were students from the local high schools. Four of these girls had been students in the Child Services Cluster at the Owen Sabin Occupational Skills Center (a vocational high school in the North Clackamas School District). These girls had previously received instruction and practical experience in working with preschoolers. As a part of their training at Child Services they had participated in the "Teach Your Child to Talk" training sessions. The one girl who did not have this background was the older sister of two boys enrolled in the program and had occasionally attended their speech session with them. Therefore, all of the girls were experienced in working with young children. Each girl earned high school credit for her work in the program.

Two aides (one working for one hour before school and the other working for one hour after school) were provided by the Concord Elementary Summer School principal. They were useful in

completing many clerical, and daily organizational activities.

TRANSPORTATION

The program was housed at Concord Elementary School which was one of the two elementary summer school sites. This allowed those preschoolers whose home schools fed into the Concord Summer School to ride the school bus for transportation. Those children whose home schools fed into the Milwaukie Elementary Summer School site were shuttled between Milwaukie and Concord via a bus provided by ISSO (Instructional Support Services Office). Therefore, all of the children were able to ride the school bus if they needed transportation. Fifteen of the twenty-two children used the bus service regularly; for the majority of these children the bus was their only source of transportation. Without this service these children would not have been able to attend the program.

PHYSICAL SETTING

The Preschool Language Program was housed in a kindergarten classroom at Concord Elementary School. Because of the number of children enrolled in the program (the original plan was for twelve to fifteen children) the kindergarten room was too small. Therefore, four work tables were set up in the hallway outside the classroom and the classroom was used for freetime indoor play, snack time, and large group activities. In addition, the school

playgound area and equipment were utilized. Once a week an adjacent classroom was used for the parent training sessions.

SCHEDULING

The scheduling of all the people and daily activities was probably the most trying and challenging of all the organizational jobs involved in this project. The original plan was to have all of the children in one room, with the day divided into individual, small group and large group work times, play times and total group activities. Because of the numer of children and adults involved, and the ages and attention spans of the children it soon became apparent that this was not a feasible plan.

Three different schedules were needed to insure that (1) all of the children received equal periods of work and play time; (2) all of the high school girls had experiences at the work tables and at the various play time activities and responsibilities; and (3) all of the speech and language specialists had equal time working with the children at the work tables, and acting as the daily activity coordinator (the "shuffler") and large group leader.

The children were divided into two large groups (Group A and Group B). The morning began with a total group activity in the classroom, followed by two hours of alternating twenty-minute periods of work time and play time. While Group A was working in groups of two and three at the work tables in the hall, Group B was enjoying a playtime (indoor play, outdoor play, or snack time).

DAILY SCHEDULE

TIME	GROUP A	GROUP B
9:00 - 9:20	Group	Group
9:20 - 9:40	Free Play / Inside	Work Time I
9:40 - 10:00	Work Time I	Outside Playtime
10:00 - 10:20	Outside Playtime	Work Time II
10:20 - 10:40	Work Time II	Snack / Rest Time
10:40 - 11:00	Snack / Rest Time	Work Time III
11:00 - 11:20	Work Time III	Free Play / Inside
11:20 - 11:40	Group	Group
11:40 - 12:00	Outside / Buses	Outside / Buses
12:00	Home	Home

The day concluded with another total group activity in the classroom followed by outside playtime.

The high school girls alternated jobs periodically each day to insure that they did not "burn out" at any one activity. An attempt was made to insure that each girl was involved in work time, inside playtime, snack time, and an outdoor playtime each day.

The three speech and language specialists worked at the work tables and took turns being the "shuffler"--the one whose responsibility it was to see that everyone was where they were supposed to be and to assist the high school girls at the work tables and in the play activities. Every third day, when one was the "shuffler" she was also responsible for the morning total group activity. One of the speech and language specialists ran the parent training sessions each Tuesday. The "shuffler" occasionally relieved one or the other of the speech and language specialists working at the work tables long enough to allow that person to stand up and stretch for twenty minutes. (Two hours with preschoolers in intensive work sitting on a tiny chair can be very exhausting!)

LARGE GROUP ACTIVITIES

Each day began and ended with a total group activity. These sessions were conducted by the speech and language specialists.

The opening sessions included language lessons which for the most part were based on the Peabody Language Development Kit #P.

HIGH SCHOOL GIRLS' SCHEDULE

TIME	TABLE I	TABLE II	PLAY I	PLAY II	PLAY III
9:00	Group	Group	Group	Group	Group
9:20	4	5	1	2	3
9:40	4	5	1 outside	2 outside	3 outside
10:00	1	2	4 outside	5 outside	3 prepare snacks
10:20	1	3	4 snack	5 snack	2 snack
10:40	4	5	1 snack	2 snack	3 snack
11:00	2	3	4	5	1
11:20	Group	Group	Group	Group	Group
11:40	Outside	Outside	Outside	Outside	Outside
12:00	Home	Home	Home	Home	Home

*Note: TABLE I = red or green table
TABLE II = blue or yellow table
PLAY I = paint corner and/or house corner
PLAY II = blocks and/or games
PLAY III = table activities and/or stories

**Each girl was assigned a different number each day.

These lessons centered around vocabulary, colors, classification of nouns, and number concepts. Different puppets were used to stimulate the children's interest. Occasionally there was a puppet show or some other varied activity.

The closing group activity (prior to going outside to play and to meet the buses) was a time for finger plays and songs with motions. The children enjoyed this time immensely and learned a considerable number of songs. They very quickly picked out their favorites. Even those children whose speech and language delays were so severe as to hinder them from learning the words to the songs enjoyed the motions and participated in this activity. At this time the children occassionally took turns performing puppet plays that had been performed in the morning by the adults.

The large group activities were more than a language enrichment time for the children. During the six-week period the children demonstrated an increase in behaviors which will be positive behaviors for them to possess in the classroom, i.e. sitting still, taking turns, and participating as a member of a large group.

WORK TIME ACTIVITIES

Each child participated in three twenty-minute work sessions each day. The children worked in groups of two or three at these times. During the work sessions four main areas of language were dealt with: phonology (sounds), morphology (word forms), syntax (word order), and semantic (word meanings).

Four tables were set up in the hall outside the kindergarten room. These tables served as work stations. Two of the tables were manned by speech and language specialists and two by high school girls. The speech and language specialists worked with the children on articulation skills (phonology) and expressive language sentence structure (morphology and syntax). The high school girls worked on vocabulary (semantics), categorization, basic concepts, colors, numbers, body parts and prepositions.

The scheduling of the work times was done to insure that each child had equal time with the speech and language specialists. Each child worked with the speech and language specialists for six sessions each week and with the high school girls for six sessions each week (ex. M & W twice with the speicalists and once with the girls, T & TH once with the specialists and twice with the girls).

The high school girls were given written descriptions of the tasks they were to work on each day. They used alot of manipulative materials: counting bears for colors and numbers, Peabody body manikin for body parts, games and picture cards for vocabulary and categorization, blocks and other objects for prepositions, and the Peabody manual and materials.

The speech and language specialists used the Patterns program for teaching articulation, and the Monterey Language and Motivation and Learning-Centered Training Programs for Language Delayed Children programs for dealing with sentence structure. In addition to these prepared programs clinician-designed programs were used with children for which the prepared programs were not

appropriate.

Reinforcers were used during the work times. All of the children received stickers or stamps (from a variety of rubber stamps) on their name tags or hands for cooperative work. Primary reinforcers (M&Ms, fruit loops, popcorn, etc.) were used when needed to motivate a child to attend to the task and respond appropriately.

PLAYTIME ACTIVITIES

Each child participated in three playtimes each day in addition to the closing outside playtime. These sessions were: (1) inside play; (2) outside play; and (3) snack time. Those high school girls who were not at the work tables were responsible for supervising the children during their playtime. In addition, the third speech and language specialist (the "shuffler") was available to assist the high school girls.

Inside activities included a playhouse corner, a paint corner, coloring and drawing activities, cutting and pasting, puppet making, building blocks, stories (read by the high school girls), leggos, lacing cards, a flannel board, and other manipulatives. The children were free to choose their own activities.

Outside the children were free to use the playground equipment: swings, slides, climbing structure, balance beams, and open space--under the supervision of the high school students and the speech and language specialists.

Snack was a calming down time with a variety of food from fruits and vegetables to cookies and ice cream. The children were all very good eaters! Each child was charged $3.00 for snacks. Those who could not pay were not required to do so. Snack time took place in a circle on the rug. The children's behavior was better when they sat in small chairs--both at snack time and in the large group time--then when they were allowed to sit (sprawl) on the rug.

During these playtimes the high school girls provided good speech models for the children. They used self-talk, parallel-talk, modeling and expansion (language facilitiating techniques) to expand the children's language skills.

PARENT GROUP TRAINING SESSIONS

All of the parents were invited to attend four workshops entitled "Teach Your Child to Talk". These sessions dealt with how speech and language develop and teach the parents specific things they can do to direct their child(ren)'s speech and language development. These sessions were held on Tuesday mornings to provide the parents an opportunity to observe their children at the work tables and at play following the conclusion of the sessions.

Twelve (out of twenty) parents--all moms--attended one or more of the parent sessions. The overall evaluation received by the parents concerning this aspect of the program and the program as a whole was very positive. The majority reported that they could

see growth in their children--not only in the area of speech and language, but in general maturity as well. They reported that the parent sessions had heightened their awareness of speech and language development and had taught them new skills with which to help their children in this aspect of their development. A good number of moms shared their feelings of relief to be in a group of people who had similar problems and concerns. In addition, they were pleased with the District's provision of this speech and language program for their children and for the transportation, without which a number of children would not have been able to attend the program.

When asked for ways in which they felt the parent training sessions could be improved they gave several ideas which should prove useful in planning for the future: (1) evening classes so that both parents can attend; (2) day care for the children during the parent training sessions; (3) more one-to-one counseling about their child's particular needs; and (4) explanation of terms and abbreviations used in testing and on reports.

In addition to the parent training sessions the parents were provided with specific activities to work on with their children at home. These activities, taken from the Early Intervention for Parents and Children program, were in the areas of vocabulary, draw-a-person (body concepts), color discrimination, auditory discrimination, and gross motor development. Those parents who were unable to attend the parent training sessions were provided with these activities and with the parent handbook "Teach Your Child to Talk".

GROWTH

Because of the time constraints, pretesting and post-testing were kept to a minimum. The children showed the largest growth in the area of vocabulary, as measured by the Peabody Picture Vocabulary Test, and secondly in the area of grammar (sentence structure) as measured by the Monterey Language Program PCLT Screening Test.

With a small number of children the pretesting could not be completed because of noncompliance. Therefore, although their growth cannot be stated in percentages or months, it is important that they grew in the areas of attending and complying with the task at hand--an extremely important achievement that will assist them in all future learning.

CONCLUSIONS AND SUGGESTIONS FOR FUTURE PROGRAMS

Those involved in this project have very positive feelings about what was accomplished with the children. The feedback received from the parents and the children was very encouraging. As a pilot, the program was successful in that much was learned about organizing and managing a preschool program. Many of the "bugs" were worked out so that the program could have continued successfully.

Staff members felt that if a summer program were to be conducted again it should be scheduled for eight weeks, which would allow ample time for pretesting, preparation, six-weeks of

intensive therapy, and post-testing. This would also allow some additional time for training the high school aides in specific programs.

Funding for future programs needs to include: adequate personnel, transportation costs, snack expenses, field trip costs (one field trip was taken to the zoo), materials, tests and forms, printing costs, office supplies, etc.

Suggestions for improving the parent training aspect of the program were listed earlier. However, to restate those ideas, one should consider having that program in the evening with child care provided so that both parents could attend the sessions if they desired. Additional time should be allocated to spend with individual parents.

As the need for providing services to speech and language delayed preschoolers and their families continues it would be adventageous for the District to consider a number of ways to meet these needs. Three additional models which might be explored in the future are: (1) a clinical model, in which the children are brought individually to a setting to see the speech and language specialist; (2) a home based model in which the speech and language specialist provides individual therapy in the homes; and (3) a combination clinical/classroom model with individual therapy sessions as well as group instruction. The clinical and combination models allow for all of the materials used to be kept at a central location. However, transportation to the sessions might be a hurdle too large for some families to overcome. The home based model solves the problem of transportation

for the families but requires alot of transporting of materials. All three models should include parent training, both at the individual level and in large group settings.

North Clackamas School District has just begun to feel the impact of the special needs of preschool speech and language delayed children and their families. This project has explored one model for serving this population and hopefully will be the beginning of a search for the best way to serve these children in our community.

APPENDICES

APPENDIX I: MATERIALS USED

Peabody Language Development Kit, Level #P (Ages 3-5)
Available from AGS--$235

Learning Staircase
Available from Teaching Resources--$99.95

Resource Handbook for Development of Learning Skills and the Inventory of Readiness Skills
Available from Educational Programmer Co.--$39.95

Early Intervention for Children and Parents
Available from Union County ESD--$45.00

Monterey Language Program
Available from Monterey Learning Systems

Patterns pbm tdn kg fv
Available from C.C. Publications--$49.95

Motivation and Learning-Centered Training Programs for Language Delayed Children
Available from Word Making Co.--$16.00

Teach Your Child to Talk--Parent Training Program
Available from Cebco Standard Publishing--$295.00

APPENDIX II: ORGANIZATIONAL FORMS: COMMUNICATIONS, ETC.

May 9, 1979

Dear _____,

North Clackamas School District is providing a special six-week program this summer for speech and language delayed preschoolers. The program will run from June 18 until July 27. The children will come four days a week (Monday thru Thursday) from 9:00 to 12:00. Fewer hours per day may be considered for some children. The program location has not been finalized as yet but it will probably be at either Concord or Milwaukie Elementary School.

Also included in this program is a parent training component. This class will meet once a week while the children are in their classes. This is a flexible component of the program and we will try to meet your schedule.

A $3.00 fee will be charged to cover the cost of snacks. This fee will be waived if it presents a problem. We would also like to know if transportation will be a problem.

We hope you will take advantage of this opportunity.

Kathy Conover, Speech and Language Specialist 653-3665

Sharon Bakke, Speech and Language Specialist 653-3681

* *

Please check the appropriate section, sign, and return this form to the Speech and Language Specialist at your child's home school.

_____Yes, I am interested in this summer program for my child.

_____No, I am not interested in this summer program for my child.

_____
Parent's signature

_____Transportation will be a problem.

Parent Information Survey

Summer Language Program

Date_____

Please complete the following survey so that we may serve you and your child in the best way possible.

What are your concerns about your child's speech and language?

What would you like for you child to learn this summer?

Can you, or another person who helps care for your child, attend the parent training sessions?_____ If these sessions were in the evening, could you attend?_____ Who will be coming to the training sessions?_____

Do you feel you will benefit from learning about speech and language development?

How do you feel about helping your child with speech activities at home?

Is there some other way you would like to be involved in the program?

Additional comments:

CONCORD SUMMER SCHOOL

July 9, 1979

Dear Parents,

Our summer program is half over! It has been an enjoyable experience working with your children.

We have had two parent sessions thus far. At these sessions parents have been provided with information about speech and language development as well as instruction in specific ways to help their children. Some very important methods of helping your child's speech and language are:

Self talk - talking about what you are doing as you do it. For example, "I am opening the can. The can goes around. Now it's open."

Parallel talk - talking about what your child is doing as he does it. For example, "John is playing trains. The red car goes first. John opens the door."

Expansion - adding a word or two to a child's sentences. For example, if he says "I go", you could expand "I go in the car." "Train go," becomes "The train goes fast."

Modeling - speaking so a child can easily imitate if he chooses: speaking slowly, speaking in 3 or 4 word sentences, speaking so your face can be seen by a child, talking about new things which will happen before, during and after they happen.

Those parents who have attended our sessions have been provided with specific activities to do at home to supplement what we are doing at school. If you have not been to our sessions you will find these sheets attached.

We will have two more parent sessions: July 10th and 17th at 9:00. We hope to see you there.

Kathy Conover and Sharon Bakke
653-3665

WORKSHOP EVALUATION FORM

CIRCLE THE WORKSHOPS YOU ATTENDED 1 2 3 4

What information presented in the workshop series was most helpful to you and why?

Have you changed any of your idea about speech and language development as a result of the workshops? Please explain.

Check the age level and/or subject that was of most value or interest to you.

___Birth to one year ___2 - 3 years ___4 - 5 years

___1 - 2 years ___3 - 4 years

___Nonfluency ___Voice disorders ___Articulation development

___Grammar-language development

___Games and activities ___Vocabulary

Approximately how much time did you spend using self-talk, parallel talk, modeling, expansion

before you began this workshop? _____minutes/day

How much time do you spend in the above activities now? _____minutes/day

What suggestions would you have for improving the workshop presentations?

Additional comments:

August 8, 1979

Dear Parents,

We enjoyed very much working with your children this summer. We have just completed our final reports and wanted you to have a copy of the report concerning your child.

This summer was a pilot project for future preschool speech and language programs in our district. We both learned alot about organizing this type of project and about working with large groups of preschoolers! We are interested in your feedback about the summer program. Your ideas and comments will help us in our organization of future programs. Please complete the enclosed questionnaire and return it to: Kathy Conover
Concord Elementary School
3811 S.E. Concord Rd.
Milwaukie, Oregon 97222

We hope to see you all (parents and children) in September when we get together for you to meet the other speech and language specialists who will be working with your children during the school year. At that time we will also see the slides, pictures, and movies we took this summer.

Have a good summer (what's left of it!☺)

Sincerely,

Kathy Conover and Sharon Bakke

PRESCHOOL SUMMER LANGUAGE PROGRAM
PARENT EVALUATION QUESTIONNAIRE

1. Do you feel you child benefited from this program? In what ways?

2. Did you attend the parent sessions? Were they beneficial to you? In what ways?

3. How did your child feel about coming to the program?

4. Did you use the bus service provided? Would your child have been able to attend if there had been no transportation provided by the district?

5. Did you use the language activities that were sent home? Did they help you learn new ways of working with your child?

6. What suggestions do you have for improving this program in the future?

7. If another program is developed in the near future would you like to have your child enrolled?

8. Any other comments--positive or negative?

Name_____

APPENDIX III: SAMPLE IEP FORMS

Student _____ B.D. _____ School Year _____

Long Range Goal(s): To articulate speech sounds in a manner appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To imitate speech sounds correctly 20 consecutive times: ___ p b m ___ t d n	Pictures Objects	Specialist Parent-carryover			
To produce the phonemes ___ p b m ___ t d n ___ k g ___ f v correctly 20 consecutive times: ___ at the beginning of words ___ at the end of words ___ in the medial position of words ___ in phrases ___ in short sentences ___ in conversation	Patterns Articulation Pictures	Specialist Parent-carryover			

Parent's Signature _____ Date _____

Student _____ B.D. _____ School Year _____

.ong Range Goal(s): To use correct grammar and syntax in conversational speech.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To speak in 2-word sentences in a 20-minute period:	Monterey Language Action Pictures Environmental	Specialist Parent-carryover Stimuli			
___ 30 times after a model					
___ 30 times after a question					
___ 30 times in a structured setting					
___ 15 times in conversation					
To speak in 3-word sentences in a 20-minute period:	Pictures Objects Environmental	Specialist Parent-carryover Stimuli			
___ 30 times after a model					
___ 30 times after a question					
___ 30 times in a structured setting					
___ 15 times in conversation					
To use "is" correctly 20 consecutive times with a model:	Monterey Language Pictures Environmental	Specialist Parent-carryover Stimuli			
___ Subject is adjective					
___ Subject is verbing					
___ Longer sentences					
To use "is" correctly 20 consecutive times in response to questions:	Monterey Language Pictures Environmental	Specialist Parent-carryover Stimuli			
___ Subject is adj.					
___ Subject is v-ing					
___ Longer sentences					
To use "is" correctly 20 consecutive times in a structured setting:	(SAME)	(SAME)			
___ Subj. is adj.					
___ Subj. is v-ing.					
___ Longer sentences					
Parent's Signature _____		Date _____			

Student _____ B.D. _____ School Year _____

Long Range Goal(s): To use correct grammar and syntax in conversational speech.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To use "is" correctly 20 consecutive times in conversation: ___ Subject is adjective	Monterey Language Pictures	Specialist Parent-carryover			
___ Subject is verbing	Environmental	Stimuli			
___ Longer sentences					
To use "I am" correctly 20 consecutive times with a model: ___ I am	(SAME)	(SAME)			
___ I am adjective					
___ I am Verbing					
___ Longer sentences					
To use "I am" correctly 20 consecutive times in response to a question: ___ I am	(SAME)	(SAME)			
___ I am adj.					
___ I am v-ing					
___ Longer sentences					
To use "I am" correctly 20 consecutive times in a structured setting: ___ I am adj.	(SAME)	(SAME)			
___ I am v-ing					
___ Longer sentences					
To use "I am" correctly 20 consecutive times in conversation: ___ I am adj.	(SAME)	(SAME)			
___ I am v-ing					
___ Longer sentences					

Parent's Signature _____ Date _____

Student _____ B.D. _____ School Year _____

ong Range Goal(s): To use correct grammar and syntax in conversational speech.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To use "he," "she," and "it" correctly 20 consecutive times with a model: ___ Pronoun _____	Monterey Language / Pictures Environmental	Specialist Parent-carryover Stimuli			
___ Pronoun is _____					
___ Pronoun is adjective _____					
___ Pronoun is verbing _____					
___ Longer sentences _____					
To use "he," "she," and "it" correctly 20 consecutive times in response to a question: ___ Pronoun is _____	(SAME)	(SAME)			
___ Pronoun is adj. _____					
___ Pronoun is v-ing _____					
___ Longer sentences _____					
To use "he," "she," and "it" correctly 20 consecutive times in a structured setting: ___ Pronoun is adj. _____	(SAME)	(SAME)			
___ Pronoun is v-ing _____					
___ Longer sentences _____					
To use "he," "she," and "it" correctly 20 consecutive times in conversation: ___ Pronoun is adj. _____	(SAME)	(SAME)			
___ Pronoun is v-ing _____					
___ Longer sentences _____					

Parent's Signature _____ Date _____

Student _____ B.D. _____ School Year _____

ong Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To increase vocabulary, demonstrated by naming objects and pictorial representations: 100% accuracy	Objects Pictures	Specialist Parent-carryover			
___ by 10 new words _____					
___ 20 _____					
___ 30 _____					
___ 40 _____					
___ 50 _____					
from the following categories:					
___ animals _____					
___ food _____					
___ clothing _____					
___ home things _____					
___ toys _____					
___ people _____					
___ actions _____					
___ shapes _____					
___ prepositions _____					
___ adjectives _____					
___ adverbs _____					
___ school things _____					
___ occupations _____					
___ transportation _____					

Parent's Signature _____ Date _____

Student _____ B.D. _____ School Year _____

Long Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To group 15 items into any three of the following categories 100% accurately:	Objects Pictures	Specialist Parent-carryover			
___ animals					
___ food					
___ clothing					
___ toys					
___ people					
___ actions					
___ school things					
___ transportation					
To ___ identify or ___ name the following colors 20 consecutive times correctly:	Objects Pictures	Specialist Parent-carryover			
___ blue					
___ red					
___ yellow					
___ green					
___ black					
___ orange					
___ purple					
___ brown					
___ white					

Parent's Signature _____ Date _____

Student _____ B.D. _____ School Year _____

ong Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To count correctly 10 consecutive times:	Objects Pictures	Specialist Parent-carryover			
___ to 3					
___ to 5					
___ to 10					
___ to 20					
To comprehend number values, demonstrated by giving the correct number of objects on command and telling "how many" objects in response to a question 10 consecutive times:	Objects Pictures	Specialist Parent-carryover			
___ to 3					
___ to 5					
___ to 10					

Parent's Signature _____ Date _____

ISSO-016A-7/78

Student _____ B.D. _____ School Year _____

Long Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To identify (I) or name (N) the following parts of the body correctly 10 consecutive times:	Pictures Environmental Stimuli	Specialist Parent-carryover			
___ eye					
___ EAR					
___ nose					
___ mouth					
___ hair					
___ hand					
___ head					
___ neck					
___ arm					
___ finger					
___ thumb					
___ tongue					
___ stomach					
___ leg					
___ foot					
___ toe					
___ eyebrows					
___ eyelashes					
___ chin					
___ elbow					
___ shoulder					
___ hip					
___ chest					
___ ankle					
Parent's Signature _____		Date _____			

ISSO-016A-7/78

Student _____ B.D. _____ School Year _____

Long Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To demonstrate comprehension of the following basic concepts by naming pictures depicting them correctly 10 consecutive times:	Boehm Concepts Program Step Program Manipulatives	Specialist Parent-carryover			
___ top/bottom					
___ around/through					
___ next to/away from					
___ inside/outside					
___ some/many/few					
___ middle					
___ nearest/farthest					
___ over/under					
___ wide/narrow					
___ most/least					
___ between					
___ half/whole					
___ first/second/third/last					
___ corner					
___ several					
___ in front/behind					
___ row					
___ same/different					
___ before/after					
___ center					
___ almost					
___ equal/as many					
Parent's Signature _____		Date _____			

Student _____ B.D. _____ School Year _____

Long Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To demonstrate comprehension of the following basic concepts by naming pictures depicting them correctly 10 consecutive times:	Boehm Concepts Program Step Program Manipulatives	Specialist Parent-carryover			
___ beginning/end					
___ alike					
___ always/never					
___ above/below					
___ matches					
___ large/small/medium-sized					
___ right/left					
___ forward/backward					
___ zero					
___ every					
___ together/separated					
___ pair					
___ skip					
___ in order					

Parent's Signature _____ Date _____

Student _____ B.D. _____ School Year _____

ng Range Goal(s): To comprehend and express vocabulary appropriate to age level.

INTERVENTION: Measurable Short Term Objective(s)	Instructional Materials	Instructional Responsibilities	Date Started	Estimated Date of Completion	Date Completed
To identify (I) or name (N) the following parts of the body correctly 10 consecutive times:	Pictures Environmental Stimuli	Specialist Parent-carryover			
___ wrist					
___ waist					
___ forehead					
To tell the function of parts of the body correctly 10 consecutive times:					
___ eyes					
___ ears					
___ nose					
___ mouth					
___ legs					

Parent's Signature _____ Date _____